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PUBLIC EDUCATION BULLETIN

PUBLISHED MONTHLY BY THE DEPARTMENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF PENNSYLVANIA, AT HARRISBURG, FOR INFORMATION OF BOARDS OF SCHOOL DIRECTORS, ADMINISTRATIVE OFFICERS OF THE PUBLIC SCHOOLS AND OF STATE INSTITUTIONS OF HIGHER LEARNING, AND INTERESTED CITIZENS, IN ACCORDANCE WITH SECTION 2904D OF THE SCHOOL LAWS.

VOLUME I | JUNE, 1934 | NUMBER 9

Remarkable Record In Teacher Preparation

Pennsylvania has achieved the remarkable record of 98.8 per cent of all public school teachers attaining standard certification or better.

This means that practically all but one in every hundred public school teachers have had two or more years of training beyond the high school in preparation for the teaching profession.

Employment of better prepared teachers in small town and rural schools also is an outstanding accomplishment shown in records compiled by the Department of Public Instruction.

Today 31.5 per cent of all teachers in Pennsylvania are college graduates. Almost 20,000 teachers have had four or more years of preparation beyond the high school.

For the 1933-34 school term there were 61,846 public school teachers, or 943 less than the 1932-33 total.

Thirteen years ago 70.5 per cent of the teachers had attained standard certification. Since then the record has increased 28.3 per cent.

Five counties, nine second class districts and 111 out of the 152 third class school districts now have 100 per cent standard certification. The counties are Lebanon, Lancaster, Lawrence, Perry and Somerset. The second class districts are Bethlehem, Chester, Hazleton, Lower Merion Township, Norristown, Reading, Upper Darby Township, Williamsport, and York.

In fourth class districts, where the population is less than 5000, the records indicate a steady advance in the professional status of teachers from 47.8 per cent in 1921 to 97.6 per cent in 1934. Thirteen years ago in most of these districts fewer than half of the teachers had standard certification. Today more than 976 of every 1000 teachers in such districts have attained or passed this goal. The steady advance in the professional preparation of teachers under the jurisdiction of county superintendents is a remarkable record and worthy of special commendation.

SUPERINTENDENCIES APPROVED

To the list of new district superintendents elected on April 10 as contained in the May issue of PUBLIC EDUCATION the following names are added: Pottstown—Frank Haiston (Succeeding F. Herman Fritz); Tredyffrin Township—Wilmer K. Groff (new office); Warren—John G. Rossman (P. W. M. Pressel); and Wilkes-Barre—Allen E. Bacon (H. H. Zeiser).

YOUTH MOVEMENT GAINS AS SUGGESTIONS ARE OFFERED

CRIME'S CRUCIBLE

The criminal world wins its most pliable recruits from youth in the age group of sixteen to twenty-five years.

Enforced idleness, coupled with lack of supervised educational and recreational opportunities, thrusts temptation into the path of youth. Before the community knows what has happened many boys and girls are drawn into lives of delinquency or crime.

Pennsylvania has thousands of youth out of school and out of work. In the age group eighteen to twenty-one alone we have approximately 200,000 without definite goals. In many respects they and their needs present the most serious educational problem we have to meet in this Commonwealth.

Since 1930 public high school enrollments have increased approximately forty per cent. The number of high school graduates had increased fifty-five per cent. Graduating classes this year will total close to 70,000 compared with 44,700 four years ago. Public schools are carrying most of the burden for those under eighteen. Colleges are getting ten per cent fewer Pennsylvania high school graduates.

Commencement speakers, one after another, this year have hoped and pleaded that a place will be found for youth in a recovering world.

But youth has got to be shown. Most of them are willing to sacrifice for the common good. All they want is a chance to help themselves.

Our magnificent youth are on the threshold of life. Shall they be offered a chance to grow, or shall they be thrust by an unresponsive public into crime's crucible?

To say that we cannot afford to provide appropriate and adequate educational and recreational opportunities for these young people of ours is to ignore the much greater cost of crime and juvenile delinquency.

JAMES N. RULE

A new radio feature, "Education in the News," is being reported each Wednesday at 4 p. m., E.S.T., from the Federal Office of Education by the editor of *School Life*, W. D. Boutwell, over an N.B.C. national hook-up.

The national movement to assist unemployed youth in finding a place in the reconstruction program is gaining headway. At a recent conference in Washington called by Dr. George F. Zook, United States Commissioner of Education, a number of valuable suggestions were made.

Sentiment in favor of action in Pennsylvania has reached the point where the Department of Public Instruction is making preliminary plans for a State conference in the fall.

The immediate need is for several communities to get into action in an effort to solve the youth problem locally. Through such movements a definite State program can be developed. Suggestions relative to the Pennsylvania situation were given in the May issue of PUBLIC EDUCATION. A number of activities are reported under way to better care for the youth groups.

The report of the Washington conference will be placed before national and local groups interested in the problem of youth. The conference considered the reorganization of constructive educational, recreational, and work programs. The employment of youth was considered from two angles, education and guidance, and better use of leisure time.

The Pennsylvania Department of Public Instruction is bringing together suggestions and programs in this field with a view to disseminating these suggestions to interested persons throughout the State. The Department would like to have brief reports of community projects which provide programs and activities to aid youth. The following preliminary suggestions are made for the guidance of those working on this problem:

Some Possibilities

1. A reorganization of curriculum and courses of study to provide activities which will aid pupils in selecting and preparing for vocations, and in a better use of leisure time both for the present and for the future.
2. The organization of youth study centers in cooperation with the public schools and higher institutions of learning.
3. The organization of training centers for leaders of youth both in connection with higher institutions and in local organizations. Youth can and should be trained to accept leadership in the field of youth activities.
4. The development of community-wide recreational programs providing suitable activities for youth of various ages.

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KEEPING SCHOOLS OPEN

For the coming year there are indications that few districts will find it necessary to obtain permission from the Superintendent of Public Instruction to reduce salaries of teachers beyond the ten per cent reduction allowed by Act No. 48 of the 1933 Legislature. During the past year fewer than one hundred districts obtained permission to go below 90 per cent of the 1932-33 salary level, and few of these paid less than 85 per cent. Few districts to date have asked for renewal of permission to go below 90 per cent for next year. There are indications that no district under 30,000 population will be granted such permission.

More than $2,000,000 was allocated this spring to financially distressed school districts by the Department of Public Instruction. Payments are from the special aid fund of $5,000,000 provided by the last special session of the Legislature to prevent closing of schools. No Pennsylvania schools have been forced to close this year with less than the minimum term required by law.

More than 700 districts have applied for special aid. Allocations have been made to more than 400 districts and are pending for others. Practically all the money allocated is being used to help pay teachers' salaries and non-resident tuition to enable rural boys and girls to attend high school.

Districts receiving aid are required to show effort to collect taxes and operate their schools efficiently. The Department also attempts to have these districts prepare a balanced budget for next year. Inability to collect outstanding taxes is the most common reason for financial distress in school districts. This is convincing argument against continuance of the antiquated system of making realty bear 85 per cent of the school load.

PRACTICES IN GUIDANCE

Next year's work is uppermost in the thinking of every school official and teacher in the Commonwealth. There is universal desire to make 1933-1934 better than any of its predecessors. The following list of school activities relating to guidance shows some of the many outstanding practices in this field that members of the Department of Public Instruction have found operating in the schools of the State during the past year. It is presented in the hope that school officials might find additional ideas worthy of trial:

1. Development of a definite program in the correction of remediable handicaps as revealed by a physical and medical examination.
2. Use of a uniform cumulative record card giving a sequential sketch of the pupil's entire school and social history. Thus guidance becomes systematic and long-termed.
3. Research to ascertain the per cent of pupils who remain in school until they have reached the point of maximal individual profit.
4. Acquaintance on the part of teachers with local occupations and professions and types of persons who are successful in these occupations and professions.
5. Collection of books and pamphlets on guidance and catalogs of colleges and universities which will be available for pupils and teachers.
6. Arrangement for at least one conference with parents each year concerning the pupil's future program.
7. Assignment of at least one person on the staff to definite guidance work.
8. Meetings of teachers with pupils completing the elementary school program so as to become acquainted with the pupil and give him some contact with the secondary organization of which he eventually will become a part.
9. Study of each pupil to discover special talents that he possesses, with later stimulation of a career for which he has possibilities.
10. Provision for adjustment in aims, curricula, teaching methods and teaching equipment in the light of pending industrial, economic and social changes.
11. Follow-up of graduates and of those who left school before graduation.
12. Furnishing of financial assistance by local agencies so that worthy pupils may remain in school.
13. Assistance to the former graduates in furthering their education, and in securing employment, particularly to those unemployed or unable to attend college.
14. Organization of guidance clubs composed of adults in the community, interested in the problems of youth.

CITIZEN'S CONFERENCE ON SCHOOL RECOVERY

October 10 and 11, 1934, will be red-letter days for friends of public education in Pennsylvania. These are the dates of the annual Education Congress sponsored by the Department of Public Instruction.

"School Recovery in Pennsylvania" is to be the theme of the Congress. The gathering will feature a Citizens' Conference with representatives of all lay organizations and private citizens interested in school recovery invited to join with the Congress in an effort to solve the many problems that confront public education.

Advance information on the conference will be provided for all interested lay groups. Conference speakers and discussion groups will be expected to cover all phases of the existing school situation in a manner that will point the way to complete recovery and plans for the future.

Reserve these dates—October 10 and 11—on your engagement calendar.

JAMES N. RULE.

Education Calendar

1934

June

13-14—Secondary Education Conference, State Teachers College, Indiana.
23—Meeting of Committee for the Co-operative Study of School Administration and its Financing, Harrisburg.
25-27—Annual Vocational Conference, State College.
27-29—Future Farmers of America, State College.
30-July 6—N.E.A. Convention, Washington, D. C.

July 31-Aug. 1-2—Superintendent's Conference, Pennsylvania State College.
Oct. 4-5—Central Convention District, P. S. E. A., Lock Haven.
Oct. 9-10-11—Annual Conference, Pennsylvania Congress of Parents and Teachers, Scranton.
Oct. 10-11—Education Congress and Citizens' Conference on Education, Harrisburg.
Oct. 11-13—Pennsylvania Library Association, Hershey.
Oct. 19—Northwestern Convention District, P.S.E.A., Oil City.
Oct. 19-20—Western Convention District, P.S.E.A., and Western Pennsylvania Education Conference, University of Pittsburgh, Pittsburgh.
Oct. 19-20—Eastern Convention District, P.S. E.A., Pottsville.
Oct. 26-27—Midwestern Convention District, P.S.E.A., Beaver Falls.
Nov. 6-12—American Education Week.
Dec. 5-8—American Vocational Association, Pittsburgh.
Dec. 26-28—State Convention of P.S.E.A., Harrisburg.

New School Year Begins

The school year for 1934-35 begins officially on July 2. During the first week in July school board treasurers begin their new terms of office, and auditors start work on school district accounts in school districts of the second, third and fourth class.

In fourth class districts annual meetings of school boards with auditors are set by law for the first Monday in July, or within five days of that date, and the audits must be completed within thirty days. Copies of the auditors' reports are then filed with the school board, the county court, and the Department of Public Instruction. The task of auditing public school accounts is simplified through use of standard account books and blank forms supplied by the Department.

On or before July 2 all school boards in districts of the second, third, and fourth classes are required to furnish tax duplicates to the tax collectors.

Dr. George F. Zook has resigned as United States Commissioner of Education, effective July 1, at which time he will become director of the American Council on Education. He will be succeeded by John Ward Studebaker, superintendent of schools at Des Moines, Iowa. Beginning on September 1, Mr. Studebaker has been granted leave of absence by the Des Moines Board of Education. Dr. Zook previously had declined an invitation to become president of the State University of Iowa.

43 Nations Now Using Pennsylvania Plan

The encouraging report that forty-three nations of the world have adopted Pennsylvania's program of visual education instruction was brought by Dr. Charles F. Hoban, director of the State Museum, Department of Public Instruction, when he returned recently from the International Congress of Educational and Instructional Cinematography held in Rome, Italy, April 19-26.

Enrichment of public school instruction with the aid of pictures and its program of special preparation of teachers was hailed enthusiastically by more than 500 delegates from all parts of the world.

Pennsylvania was the first state to inaugurate a systematic program of visual aid for school children. It involves special instruction of all teachers prepared in the State Teachers Colleges where each graduate is required to complete successfully a laboratory course in visual-sensory techniques. In actual operation in the schools photographs, lantern slides and motion pictures are used whenever possible to give the child a clearer understanding of what he is studying. An important feature of the program has been emphasis of the study of local history through actual visits to nearby historic points of interest. Geology, botany, civics and other studies also are pursued with the aid of field trips.

Dr. Hoban reports the Pennsylvania plan has been put into effect in Austria, France and Germany and Italy is preparing to adopt it in the near future.

In addressing a Department staff meeting on his return Dr. Hoban made special comment on the extensive use of school journeys in European countries. On previous trips abroad he had visited many countries in central and northern Europe and on this, his first visit to Italy, in every large city he visited he found groups of students absorbed in actual study in the field. He reported that Mussolini is uncovering relics of other eras so that people in general, and school children in particular, can see how history was made. He says the Pennsylvania plan of visual instruction fits particularly well into Mussolini's program as it furthers his aim of doing everything possible to advance the social and intellectual welfare of all Italians.

Dr. Hoban was one of six American delegates appointed by President Roosevelt to attend the conference. His report to Superintendent Rule contains much valuable information on his observance of European museums, school journeys, archaeological excavations and how Italy is solving the leisure time problem. As a result of his attendance at the Congress, he has prepared a list of helpful recommendations for improvement of the Pennsylvania plan of visual instruction.

58 SUMMER SESSIONS

A total enrollment of 15,000 or more is expected at the forty-four Pennsylvania colleges which will offer 58 summer sessions during the vacation period. Four colleges are conducting from two to seven separate sessions of from ten days to two weeks duration and all have scheduled six-week sessions. A majority of the students at Pennsylvania college summer sessions will be teachers in service preparing to advance their certification standards. The first session opened the week beginning June 24 and the last will close August 31.

Memorial Day Tribute at Grave of Governor Wolf

Commemorative services at the grave of Governor George Wolf, "Pennsylvania's Free School Governor," were sponsored by the Department of Public Instruction in the Harrisburg Cemetery on Memorial Day, May 30. A brief but impressive ceremony followed the usual Memorial Day services held at the cemetery by the G. A. R. and other veteran organizations. Wolf was the first Pennsylvania governor to be buried in the Harrisburg Cemetery, 1840. Mrs. Wolf was buried there in 1833. Other former governors buried there are Findlay, Porter, and Geary.

A brief address in tribute to Governor Wolf was delivered by Superintendent James N. Rule, and some interesting historical facts were given by A. Boyd Hamilton, president of the Pennsylvania Historical Association, who presided.

Floral tributes in the form of handsome wreaths "From the Grateful Citizenry of Northampton County," Wolf's native county, were placed on the graves of Governor and Mrs. Wolf by Dr. and Mrs. Rule. For the Department of Public Instruction, Miss Helen Purcell and Miss Ruth V. Bowman, placed sprays on each grave "From the Department of Public Instruction in the Name of the People of the Commonwealth of Pennsylvania." A pupil from each public school in Harrisburg then filed by the grave of Governor Wolf and dropped a rose on the marble slab covering it.

Splendid cooperation was given by the American Legion, Harrisburg Post No. 27, which detailed its drum and bugle corps to open the services, and its color guard, firing squad, and bugler to close the ceremony with a military salute and sounding of taps.

Arts College Group Endorses 5-Year Preparation Plan

The suggestion that those preparing for high school teaching in the future be required to complete five years of preparation received the endorsement of the Association of Liberal Arts Colleges in Pennsylvania at their May meeting.

This action supports the recent resolution of the State Council of Education which provides for a commission to be appointed by the Superintendent of Public Instruction to study the advisability of adopting a minimum five-year teacher preparation program for all high school teachers after an established date. This is in line with similar advancements in other states. If such a program is adopted it not only would place teachers in high schools with richer academic background, but would tend to reduce the supply of teachers with meagre preparation.

SUMMER PUBLICATION

"Public Education" is issued monthly throughout the year. The July and August issues will appear about the fifteenth of each of these months. Each will contain valuable material on the School Recovery Program. Watch for them.

Revisions of mailing addresses are to be made during the summer. The Editor will appreciate receiving notice of changes in permanent addresses of readers.

Start New Emergency Education Program

A new program of emergency education was started June 16 as a State and Federal emergency relief project directed by the Department of Public Instruction and administered with the cooperation of county and district Emergency Education Council chairmen.

The new schedule provides for educational activities along the same general lines as the program started last November and which came to a close May 31. In this initial program more than 1700 unemployed teachers and non-professional workers received employment. Approximately 113,000 class enrollments were recorded. The new program is planned to meet the most urgent needs of the summer months. Thousands of unemployed adults will enroll in classes along the following general lines:

English and citizenship classes for non-English speaking groups and illiterates; vocational rehabilitation for handicapped persons eligible for relief, to be administered through the Bureau of Rehabilitation, Department of Labor and Industry; parent education classes and nursery schools; vocational retraining for the unemployed, especially for new types of industries; adjustment service for the unemployed; home making demonstrations and home visitations; adult handicraft and recreation centers; and centers where supervisors will develop educational and recreational programs for unemployed youth.

The summer emergency education program also calls for training centers where, for short periods, unemployed teachers may receive training for a specialized type of adult teaching. One of these training centers will be conducted at the summer school of Bryn Mawr College, giving special training to fifteen teachers of workers' education classes. The summer program provides for continuation of workers' education classes and also for community forums and special classes at transient camps where programs suitable to the groups in attendance will be developed.

DR. YEAGER GOES TO PITTSBURGH

Dr. William A. Yeager, who since 1930 has been assistant director of the Teacher Division of the State Department of Public Instruction has been appointed professor of education and director of courses in educational administration at the University of Pittsburgh. He will begin his duties with the opening of the six weeks session on July 2 during which term he will teach Personnel Problems, Public School Relations, and a course in Current Practices in Educational Administration. Dr. Yeager will fill the vacancy left by Dr. Q. A. W. Rohrbach's appointment to the presidency of the state teachers college at Kutztown, Pennsylvania.

DEAN SIEG WINS PRESIDENCY

Dr. L. P. Sieg, who has been with the University of Pittsburgh since 1925 as dean of the College and of the Graduate School, has been selected for the presidency of the University of Washington at Seattle. Since 1931 Dr. Sieg has also been acting dean of the School of Education at the University of Pittsburgh. He will assume the duties of his new office on July 1.

SCHOOL EXPENDITURES DROP $23,000,000

As expected, public school expenditures in Pennsylvania dropped considerably for the school year 1932-33. According to statements recently compiled in the Department, total expenses for that year fell approximately $23,000,000 below the 1931-32 figure, more than ten per cent.

All major items of expenditure showed a decrease. Expenditures for instruction, including teachers' salaries, showed less than ten per cent decrease. This indicates that proportionately more was saved through cutting non-instructional costs. Teachers' salaries were maintained at levels within abilities of the districts to pay. Various suggestions for economies in non-instructional items were offered to public school officials by Superintendent Rule in the spring of 1932.

The net result means that total school costs in the one year dropped $15.66 per pupil in regular attendance. More than one-third of this was due to a falling off in expenditures for new buildings, grounds and equipment.

Some parts of instructional programs were eliminated but at the same time average daily attendance increased 2.4 per cent, or from 1,735,563 in 1932 to 1,777,503 in 1933. High school pupils, grades 9 to 12, increased 39,000. There were approximately 1000 fewer teachers in 1933 and for the most part the teachers in service bore the burden through larger classes. Following is a table showing a summary of expenditures for the two years with costs per pupil in average daily attendance:

SUMMARY OF PUBLIC SCHOOL EXPENDITURES

Item	1932 — *School year ending* — 1933 *Total*	*Per pupil*	*Total*	*Per pupil*
Total	$204,494,511	$117.83	$181,609,097	$102.17
Overhead expense	7,824,840	4.51	7,326,533	4.12
Teachers' salaries, textbooks, supplies	111,021,944	63.97	103,283,359	58.11
Libraries, health service, transportation	6,443,190	3.71	5,789,469	3.26
Fuel and janitorial service	14,069,264	8.11	12,893,934	7.25
Repairs to buildings and equipment	4,488,657	2.59	3,061,599	1.72
Retirement and insurance	4,944,358	2.85	4,684,174	2.64
Total operating expenses	148,792,253	85.73	137,039,068	77.10
Loans and interest charges	35,218,252	20.29	33,381,318	18.78
New buildings, grounds and equipment	20,484,006	11.80	11,188,711	6.29

Youth Movement Gains as Suggestions Are Offered

(Continued from Page 1)

5. The development of community forums for discussion purposes.

6. The development and coordination of community employment service.

7. The development of community-wide dramatic and choral activities.

8. The organization of more remunerative type community projects in which youth has an opportunity to learn and to grow.

9. The development of handicraft centers on a cooperative basis, providing opportunities for creative work.

Let Youth Cooperate

One of the most important phases in the organization of all these programs is for central community planning committees composed of industrial leaders, young people, educational leaders, representatives of service clubs and other agencies and organizations. It is important in developing community and regional plans that the problem of youth be kept in mind.

Following the organization of a local committee, a survey of facilities, activities, and possibilities is needed which should be used as the basis for the planning of a program, and for developing a line of action.

"In all programs and policies relative to youth, it is essential that young people be given an important part on committees and organizations making such plans," Superintendent Rule said recently. "One of the important phases of such a program should be helping young people to help themselves. The intelligence, enthusiasm, and ability of young people has never been mobilized in this country in the interest of youth. We do, however, depend upon youth in times of national crises, and they are mobilized for purposes of war. Present efforts are in the direction of the mobilization of youth in peace time enterprises for the purpose of developing and maintaining the morale of a group upon whom the Commonwealth and the nation must depend if social, economic, industrial, and political progress is to be expected."

Copies of the complete recommendations made by the Washington Conference on Youth Problems may be obtained free upon request to the Federal Office of Education, Department of the Interior, Washington.

Ten Millions Allocated In C W A School Projects

Pennsylvania public schools and State-owned and State-aided schools and colleges received grounds and buildings allocations in Federal CWA projects totaling almost $10,000,000.

Approval was obtained for projects as follows: buildings, $4,323,016; grounds, $3,613,414; buildings and grounds (combined allocations), $1,733,768.

Public elementary and high schools benefited most from this welcome Federal aid. The total allocation for grounds and buildings as county projects was $8,578,764. Other divisions included: State Teachers Colleges, $2,185; State-owned and State-aided colleges and universities, $383,372; special training schools and schools for the physically handicapped, $318,346. The county projects totaled approximately $9,282,000.

State projects, totaling $387,531, included the following allocations: public schools, $10,812; State Teachers Colleges, $236,235; State-owned and State-aided colleges and universities, $111,022; special training schools, $29,462.

No report is available to show the exact amounts actually expended on these approved allocations.

State Teachers Colleges Grant Baccalaureate to 1175

Reports to the Department indicate that a total of 2332 graduates of all curriculums received degrees and diplomas at the May, 1934, commencements of the 14 State Teachers Colleges.

Of these, 1175 are graduates of the four-year curriculums and received the Baccalaureate Degree, while 1157 completed the two-year curriculums, receiving the normal school certificates.

Of the 1157 graduates of two-year curriculums, slightly more than 60 per cent completed the intermediate curriculum. Most of the remainder completed the kindergarten-primary curriculum, with a very small number the rural curriculum. Approximately 10 per cent of the total number of elementary graduates were former teachers-in-service who returned for a higher form of certification.

Of the 1175 graduates of the four-year degree curriculums, approximately 175, or nearly 15 per cent, completed the four-year kindergarten or elementary curriculums, a considerable increase over preceding years. A total of 591 completed the four-year secondary curriculum, and the remainder the four-year special curriculums in Art, Commerce, Health, Home Economics, Industrial Arts, and Music.

Approximately 12 per cent of all graduates of four-year curriculums were teachers-in-service who returned in order to complete the requirements for the Baccalaureate Degree.

A new feature of the Albright College commencement this year was the "Reading Musical Festival at Albright College" given on the evenings of June 6 and 7. A chorus of approximately 1000 voices and a symphony orchestra of about 125 pieces presented the festival, which is planned as an annual event in the college stadium.